

YEAR 2



YEAR 2

Coming up next week...8/3/2021

Welcome Back!

It is great to have all the children back in school.

We are positive that they will love being back at school and seeing all of their friends and classmates.

For the next two weeks, we will be focussing on settling back into school, our feelings, friendships and teamwork.

<i>Learning in school</i>	<i>Suggested home learning for children self-isolating (to supplement isolation packs) G-drive link: https://drive.google.com/drive/folders/1TKrBeMjWm-Q2Zy6BuvwLs8yZyLgtXkZc?usp=sharing</i>
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Phonics

Learning in school:

In phonics, we will be reviewing:

- rule for using ge/dge for /j/ sound at the end of words
- 'le' spelling for /l/ at end of words
- 'el' spelling for /l/ at end of words
- 'al' spelling for /l/ at end of words
- 'il' spelling for /l/ at end of words

Home Learning (if your child is self-isolating):

There are daily Letters and Sounds phonic sessions on YouTube. Please click on the link below and then click on Spring Term Year 2 Phonics Screening Check Revision Lessons.

https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_-niWw

There are lots of great activities on phonics play, many of which can be accessed free. We are currently working on Phase 5 sounds. <https://www.phonicsplay.co.uk/>

A week of lessons based on 'What we'll build' by Oliver Jeffers

Learning in school:

D&T:

Children will be working together to construct a house made out of Lego. Children will be focusing on working together collaboratively making sure that they listen to each other and respect each other's opinions and ideas.

Children have been asked to bring in junk modelling materials. Children will read the text up to 'Let's build a boat that can't be broken, that will not sink or be cracked open'. Children will focus on objects we have around us that improve our lives and help us fulfil our basic human needs. Look at how these things are built and how they work. Categorise objects e.g. buildings, transport, electrical devices and encourage the children to talk about how these objects are useful to us. Children will brainstorm some ideas of useful inventions that could be built to solve everyday problems and have some ideas ready from the below links to spark imagination - <https://www.littleinventors.org/mini-challenges>. Children will design their own inventions, first on a piece of A4 paper. They can build them through junk modelling. When children have finished building their invention they could use their design sheet to talk about their invention to the rest of the class, explaining what it is, how it's built and what it does.

Music:

Children will be learning to develop an emotional connection with a story and to develop an understanding of what makes somewhere feel like home. Children will listen to the song 'Our House' by Crosby, Stills and Nash: https://www.youtube.com/watch?v=NZtJWJe_K_w and answer questions based on the song and about how it makes them feel. Children will then think about the place that they feel most 'at home.'

PE:

Children will be learning to:

- work together in a team
- move with coordination and agility
- be a good sport whilst playing different team games.

ICT:

This week, the learning in ICT is linked to the music objective. Ask children to think about a place they most feel at home in. This might be their own house or the house of a friend or relative, a virtual home that they've built, for example on a game like Minecraft or Animal Crossing, or another place that they feel really at home in - a park, a library, at school, a place of interest that they visit regularly, the football field, in an art studio etc. Children will use 2Paint on Purple Mash to bring their visualisation to life on a page, drawing themselves in the place that they feel most at home. When the artwork is complete, they can add a text box with a few words that describes the place and how it makes them feel.

Art:

The teacher will point out the pink and blue 'swoosh' in the book that merges together to make purple. We will encourage children to look carefully at all the little pictures and symbols inside the two 'swooshes' and discuss what these represent. Children will work with their learning

partner to create their own 'swoosh' using a colour that they feel represents them. Whilst paint is drying, children will draw and colour small pictures of things that are important to them. These can be symbols e.g. heart to show family or little pictures e.g. a picture of a pet. Once completed each pair will discuss what they have drawn and why. Have they got anything in common? Is there anything new they have learnt about their learning partner? Once the paint is dry, children will stick their pictures onto their swoosh. If they have anything in common with their partner, these can go into the middle where the two colours have mixed together.

PSHE:

I am learning the difference between big and small problems and what to do when I have a problem. Children will be focusing on different scenarios thinking about 'What would Roo do?'

Read up to 'We'll put these things beside, the earlier love we set aside' in the book. Children to think of things that mean the most to them and create a class list on the whiteboard. We will encourage the children to explain why they are important as they are sharing their ideas. Children will draw objects that are important to them on their own set of shelves and they will colour in their pictures.

Show & Tell:

The objective of the show & tell is to be able to say what makes someone special to them. Children will bring in a photograph or a drawing of someone special to them. Each child will have their turn to share their picture.

Home Learning (if your child is self-isolating):

Click on this link to watch the book 'What we'll build?' by Oliver Jeffers:

<https://www.youtube.com/watch?v=HARoCl2p5P4>

D&T:

Can you challenge your child to construct a house out of Lego. If you do not have Lego available to you at home, please use any construction materials and make a challenge appropriate to the materials you have available to you.

Use any junk modelling you have available to you at home. Children can brainstorm some ideas of useful inventions that could be built to solve everyday problems and have some ideas ready from the below links to spark imagination - <https://www.littleinventors.org/mini-challenges>. Ask your child to design their own inventions first on a piece of A4 paper. They they can build them through junk modelling. When children have finished building their invention they could use their design sheet to talk about their invention to an adult, explaining what it is, how it's built and what it does.

Music:

Ask your child to listen to the song 'Our House' by Crosby, Stills and Nash:

https://www.youtube.com/watch?v=NZtJWJe_K_w. Ask your child about how the music makes them feel? Talk about a place where your child feels most at home.

PE:

If the weather is nice, your child can go outside and play games in the garden - any games that help with co-ordination and agility. This could be throwing and catching, bat and ball and running games.

ICT:

Ask your child to think about a place they most feel at home in. This might be their own house or the house of a friend or relative, a virtual home that they've built, for example on a game like Minecraft or Animal Crossing, or another place that they feel really at home in - a park, a library, at school, a place of interest that they visit regularly, the football field, in an art studio etc. Ask your child to use 2Paint on Purple Mash to bring their visualisation to life on a page, drawing themselves in the place that they feel most at home. When the artwork is complete, they can add a text box with a few words that describes the place and how it makes them feel.

Art:

Ask your child to choose a paint colour to paint a swoosh (this does not have to be done with paint if you do not have paint at home, colouring pencils, pens will work as well). Ask your child to create their own 'swoosh' using a colour that they feel represents them. Whilst paint is drying, ask your child to draw and colour small pictures of things that are important to them. These can be symbols e.g. heart to show family or little pictures e.g. a picture of a pet. Once the paint is dry, children to stick their pictures onto their swoosh.

PSHE:

Go through the PPT saved on the G-drive. Discuss the different scenarios with your child and think about 'What would Roo do?'

Show & Tell:

Children to choose a photograph or a drawing of someone special to them. Can they explain to an adult in their household why they have chosen this picture and why this person is important to them?

Homework

There will be no homework set this week as the children settle back into the school routine.

Additional notes and reminders

In school, as part of our well-being project, we will be talking about people who are special to us. Please could you discuss with your child someone who is special to them and either send in a photograph of this person or if you do not have a photograph please ask your child to do a drawing of this person. Please could we have the pictures or photographs on Monday 8th March as we will be using them from Tuesday 9th March. Please be assured that only your child will be touching their picture/photograph.

We will also be 'junk modelling' next week so please could you start collecting boxes, tubes (not from toilet rolls please), plastic punnets etc. that we can use in class. Because these items need to be quarantined before use, please can your child bring their items in also on Monday 8th March, in a named plastic carrier bag.

Can we also remind you that children need to come into school in their PE kits on their PE days. The class PE day is noted below:

Leopards and Bears - Monday

Monkeys - Thursday

Can we please also remind parents that on yoga days, girls need to wear shorts under their skirts. Yoga is on a Tuesday for every Year 2 class.

Class email addresses:

Leopards: leopards@mead.surrey.sch.uk

Bears: bears@mead.surrey.sch.uk

Monkeys: monkeys@mead.surrey.sch.uk

Please note that as the week progresses it is sometimes necessary to change what is planned to meet the learning needs of the children and therefore changes to the above may occur.